| Office of Institutional Assessment |
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| **Office of Institutional Assessment**<br>**Program Review**<br>**Self-Study Guidance Document** |

The self-study consists of a brief, yet comprehensive, response to each standard's criteria.

Please include an **executive summary** at the beginning of the document (maximum length – 1 page).

**The narrative section,** including explanations for each bolded standard, usually ends up totaling ~15 pages**.**

 All relevant supporting/supplemental materials should appear as **appendices** at the end of the document.

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*Format and Structure of Report*

For each **bolded standard below**, please address the related criteria in the self-study report and include the designated supporting documentation.

**Standard 1 – Program/Alignment:**

- a. Alignment of the program's purpose with the University's mission and that of its School and/or College.
- b. Alignment of curriculum to meet University needs (i.e., Liberal Studies)

**Supporting Documentation:**
- WCU Strategic Plan (only the language relevant to your program's alignment)

**Standard 2 – Program/Curriculum Quality:**

- a. Identify strengths and potential areas of improvement within the curriculum and the program.
- b. Logic, sequence, and coherence of the curriculum.
- c. Amount of time needed to complete the curriculum.
- d. Multi- or interdisciplinary strengths of the programs.
- e. Internal process(es) used by the program to modify the curriculum.
- f. Curriculum maps and assessment of learning plans and reports.
- g. Distance programs only: Analysis of online education derived from Quality Matters (or other quality framework for virtual learning.)
- h. Graduate programs only: Demonstrate graduate level work and academic rigor (SACSCOC 9.6)

**Supporting Documentation:**
- WCU Catalog copy of program curriculum
- Course syllabi examples

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- Frequency of course offerings and mean class size for previous five years
- Time to degree data for graduates over the past five years
- Program's current assessment plan and curriculum map
- Programs' continuous improvement reports (CIRs) for the last three years
- Curriculum and/or advising check sheets

### Standard 3 – Program/Students:

a. Total student enrollment in program and enrollment patterns relative to institutional enrollment.
b. Diversity of student population
c. Structure of student advising in the program
d. Student opportunities to engage in program-related co- and extra-curricular activities.
e. Processes to recruit and retain students
f. Student performance on licensure or professional certification exams relative to regional and national standards (if applicable)

**Supporting Documentation:**
- Demographic data for students in program
- Number of students graduating each year for each degree type (including minors)
- Course enrollments over the past three years
- Examples of employment positions or graduate institutions/degrees held by recent graduates

### Standard 4 – Program/Faculty Resources:

a. Faculty educational backgrounds adequately span the major concentrations in the program
b. Representative nature of faculty in terms of demographics, tenure, and diversity
c. Faculty demonstrate continuing growth as professional practitioners, teachers, and scholars
d. Evidence of positive, productive work environment for all faculty in the program (adjuncts, instructors, tenure-track, and post-tenure).
e. Rational and coherent performance standards for faculty review, tenure, and promotion.

**Supporting Documentation:**
- Demographic data for faculty in the program
- Current curriculum vitae for full-time faculty
- Course load and enrollment, by instructor name, for previous three years
- Department Collegial Review Document (DCRD), if applicable

### Standard 5 – Program/Administrative Structure and Financial Resources

a. Processes in place to ensure efficient and effective decision-making
b. Support and training opportunities provided for faculty serving as department heads, program directors, or in other leadership positions.
c. Faculty involvement in ongoing program activities such as assessment, curriculum development and review, and faculty tenure, reappointment, and promotion.

    d.   Process for evaluating program administrators
    e.   Adequacy of budget to support the mission and goals of the program
    f.   Effective and appropriate use of program staff, as well as any program staffing needs
    g.   Adequacy of facilities and laboratories, instructional technology, and any other resources to support the mission and goals of the program.

**Supporting Documentation:**
- Organizational chart of program, if applicable
- Minutes of departmental meetings (available to review team upon request)
- Equipment, travel, technology, and operating budgets for previous three years
- List of major facilities and equipment
- List of major hardware and software used by the program
- List of support personnel, including non-teaching graduate assistants.